



OAKLAND UNIVERSITY

DIVERSITY, EQUITY and INCLUSION

ANNUAL REPORT 2021

A photograph of a man with short dark hair and glasses, wearing a grey hoodie, working on a circuit board. He is in a laboratory or workshop setting with various electronic equipment in the background. The lighting is focused on him, with a blueish tint in the background.

Esosa Ekoragbon

SECS '20. M.S. in electrical and
computer engineering

DEI Statement

At Oakland University, we advance diversity, equity and inclusion in an environment of mutual trust and respect at all levels of the institution and facilitate opportunities and success for all community members. Learn more about OU's commitment to diversity, equity and inclusion — including strategic priorities — at oakland.edu/president/strategic-planning/.

As is the case in many of our personal lives, we at Oakland University look back over the last year with great reflection of the things that have changed, the things we missed and the things that have been lost: The face-to-face interaction, the storytelling and the personal connections that are hallmark aspects of a university community. Yet, we truly believe it is just as important to recognize what we have gained and learned over such a difficult time. Since the fall of 2020, the Diversity, Equity and Inclusion (DEI) Council and partners across the university have worked diligently to assure that DEI programming continued to focus on key issues, and pivoted to address some of the biggest needs and concerns of the university community.

The inaugural Diversity Challenge was introduced as a partnership between the Center for Excellence in Teaching and Learning and the Office of DEI. Many faculty and staff members participated with a hybrid mix of synchronous and asynchronous learning opportunities. Topics included exploring diverse perspectives, experiencing the internet through different disabilities, understanding queer activism, and embodying allyship. In addition, OU adopted a Land Acknowledgment Statement as a commitment to Indigenous peoples who have been historically marginalized from American institutions, politics and academic curriculums. And, the DEI Council supported efforts by student organizations and university partners to advocate for social justice and equality and to speak out against systemic racism and the rise in anti-Asian-American hate crime.

And for us, that is what 2021 must represent — not pretending that 2020 didn't happen, but ensuring we learn from what did happen. That we keep our eyes opened to inequities that exist in the classroom and beyond with the continual recognition that we as a university community and society can, and need, to be better. As you review this report, I hope you see the university-wide collaborative efforts to strategically advance DEI and support target populations of underrepresented groups such as LGBTQ, women, persons with disabilities and veterans.

Thank you to all of you across the university who made this work possible during such a trying time — and for dedicating yourselves, your teams and your resources to making diversity, equity and inclusion a priority for us all.

Glenn McIntosh
*Senior Vice President of Student Affairs
and Chief Diversity Officer*

A photograph of Glenn McIntosh, a Black man with short dark hair, smiling broadly. He is wearing a dark blue pinstripe suit jacket over a white shirt and a patterned tie. He is standing behind a black podium with a silver microphone. The background is dark with a gold horizontal stripe. The word "OAKLAND" is visible in large gold letters at the bottom of the image.

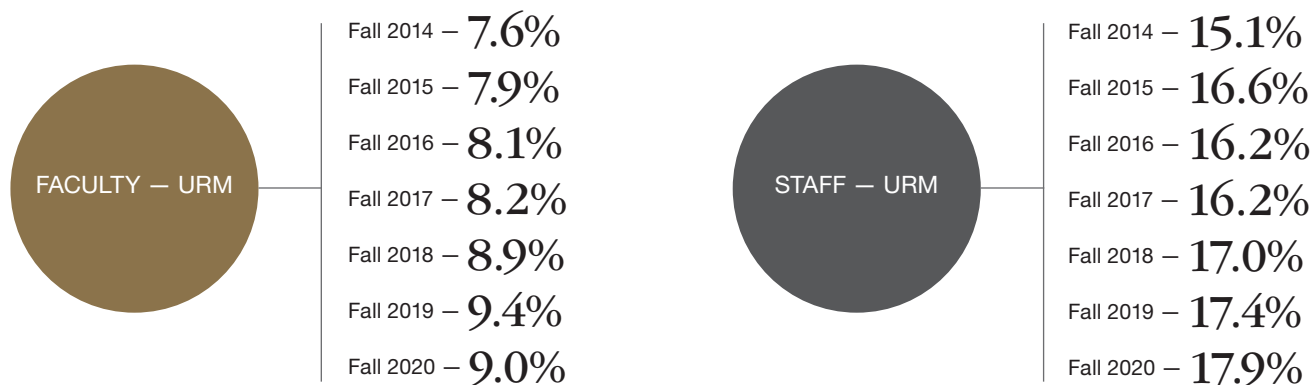
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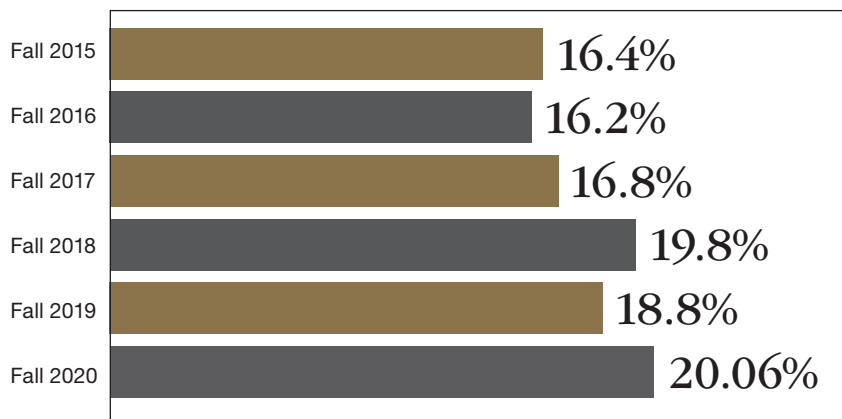
Jai Carrero

(also pictured on cover), CAS '21. BFA in acting

BY THE NUMBERS




Percent URM Students – FTIAC



Full-time URM FTIAC 1st Year Retention





As Oakland University moves forward with implementing diversity, equity and inclusion goals across the university, a continued focus remains on our underrepresented students, including the work of our Center for Multicultural Initiatives. OU continues to put the spotlight on aspects of diversity that are often overlooked, as well as on underserved students with disabilities, members of the LGBT community, and veterans, service members, and their dependents.

CENTER FOR MULTICULTURAL INITIATIVES

- OUTAS 26 years of success
 - 6-year graduation rate 71%
 - 4-year graduation rate 45%
 - First year retention rate 85%
- 29th annual Keeper of the Dream Scholarship Awards Celebration
 - Awarded nine OU students with \$5,000 scholarships
 - Virtual program with more than 1,700 viewers
- Annual Hispanic Heritage Month Celebration (September - October 2019)
 - Keynote speaker — Dr. Michael Ugarte, Professor emeritus at the University of Missouri–Columbia and a Guggenheim Fellowship recipient
- Annual African American Celebration Month (January – February 2021, virtual)
 - Annual Black Women Rock Awards Celebration
 - Virtual panel discussions
 - Black Lives Matter
 - Just Mercy – book

CORE DATA:

2020 data is unavailable, this data is from 2019

1ST YEAR RETENTION RATE

- 2017 CORE 56%
- 2018 CORE 67%
- 2019 CORE 72%

6-YEAR GRADUATION RATE

- 2012 – 21%
- 2013 – 27%
- 2014 – 40%

Mariama Toure

Industrial and systems engineering major



GENDER AND SEXUALITY CENTER

- Ranked # 1 most LGBTQ-friendly campus in Michigan (Campus Pride Index)
- Ranked #14 in the Nation Most LGBTQ-friendly Colleges and Universities (Affordable Colleges Online)
- 3rd annual Pride Month Celebration (March – April 2021)
 - Featured speakers — Peppermint and Sasha Velour
 - Annual Lavender Graduation

J. Hayward

Cinema studies major, specializing in filmmaking

VETERANS SUPPORT SERVICES

- 2nd Annual Veterans Celebration Week (November 2020)
 - Keynote speaker — Colonel Greg Gadson
 - Awarded five scholarships to veterans/military connected students
- Gold Level Veteran Friendly school recognition 2020-2021
- 262 veterans/dependents certified for VA benefits

Chris Holman, veteran

SBA '21. B.S. in economics. Currently pursuing an M.S. in information technology management



DISABILITY SUPPORT SERVICES

- In Fall 2020, 726 students were registered, in addition to 28 OUWB students, for a total of 754
- Disability Awareness month activities with keynote speaker Michigan Supreme Court Justice Richard Bernstein
- Diversity Career Mixer (career fair focused on diverse population of students including those with disabilities)
- Collaboration with faculty from the School of Education and Human Services on initiatives to improve internship and career exploration for students with disabilities at OU (work with Drs. Chang-kyu Kwon and Darlene Groomes)

Brian Davey

CAS '19. B.A. in creative writing
with a specialization in fiction





An important element of pursuing any goal is regularly evaluating outcomes of the strategies, initiatives and effort we put in place to ultimately achieve that goal. As this report will reveal, Oakland University is maintaining and newly implementing countless programs to create the most diverse, equitable and inclusive culture possible within our campus community. I am confident you will agree that the outcomes of these efforts are truly inspiring.

Beyond the planned, direct outcomes of the diversity, equity and inclusion initiatives we have put in place at Oakland, it is also both enlightening and heartening to consider the indirect outcomes that we hope will take root in the future of our campus community and broader society – namely, through our students.

This past year the rampant injustices and disparities that have plagued U.S. populations without the social and economic capital needed to thrive in the U.S. have become glaringly apparent. From the George Floyd and Breonna Taylor murders and other acts of violence, a movement of understanding has emerged, making the work of the DEI Council the bedrock of how this transformation is taking place at Oakland University.

As you learn more about the successful outcomes of the DEI Council, the university's Diversity Challenge, our diversity award programs and more, I encourage you to consider a number of cascading impacts of these endeavors. Consider, for example, that students both participating in and observing this work are learning to embrace diversity, equity and inclusion and are learning to become critical thinkers and allies for historically marginalized populations. They are also making fellow students from all walks of life feel more welcome and valued at Oakland, thereby helping to improve overall learning outcomes. Students are also becoming cognizant of the complexities and rich cultural and contextual assets of diverse folks, thus learning and applying important concepts such as intersectionality and social justice.

Many of our students are passionately incorporating diversity, equity and inclusion principles and goals into their career aspirations, thereby vowing to devote at least part of their professional lives to helping create a more peaceful, understanding and united society.

Perhaps most importantly, many of our students are doing their part to break down stereotypes and misperceptions about what is and what isn't possible for fellow students of all backgrounds, characteristics and orientations. This transformation is truly exciting because we know that as we remove both real and perceived barriers to success for all students, we expand and enhance what is possible for humanity as a whole.

As educators, we strive to advance knowledge, innovation and human prosperity. Metaphorically speaking, we plant seeds that we encourage our students to nurture and bring to fruition. The yield of any crop depends first on the quality of the seed combined with a nurturing environment, and this combination is what makes our work absolutely vital. With this in mind, I want to commend and thank all in the Oakland University community who have helped to make the university's diversity, equity and inclusion work so successful. With continued dedication and passion, we will help put a better future in the hands of the students we teach.

Dr. Britt Rios-Ellis
Executive Vice President of Academic Affairs and Provost

ACADEMIC AFFAIRS

As the core of the education mission of the university, the Office of the Provost, deans, department chairs and faculty work to develop a transformative learning environment that prepares an increasingly diverse student body for success in both professional endeavors and scholarship. Our goal is to provide students with the opportunity to emerge as leaders in their fields in a diverse, interdisciplinary and global context.

Our academic and extracurricular programs are designed to inspire and to cultivate the lifelong exploration of a diverse world of knowledge and experience. We also challenge students to realize the unlimited potential they possess to contribute to our culture and quality of life.

SCHOOL OF HEALTH SCIENCES

We strive to transform students into leaders, connect theory to best practices, and impact the needs of all people and communities. Fostering diversity, equity and inclusion (DEI) is essential in this mission. Our commitment to these important principles strengthens our voice as a community, and elevates our ability to help eliminate health disparities locally, nationally and globally. Ultimately, our goal is to empower others to make better health choices through thoughtful nutrition, physical activity, wellness and health promotion, safe environments, and mindfulness.

The School of Health Sciences celebrates its commitment to DEI through excellence in teaching, research and service. We recognize this is a process of continual improvement, and that the collective initiatives listed below are examples of our journey to a more diverse, equitable and inclusive institution, community and society.

SHS Justice, Equity, Diversity, and Inclusion Task Force

A grassroots effort, initiated by a small group of faculty and staff, has led to the establishment of a formal Justice, Equity, Diversity, and Inclusion (JEDI) Task Force in our school. The group meets on a monthly basis with a focus on educating and advocating for the values of JEDI among students, faculty and staff in order to build a culture of respect that provides all members of our community the opportunity to thrive.

Initial goals included soliciting faculty and staff participation and seeking connectivity with university-wide groups on campus as well as idea/resource sharing, including a presentation by Dr. Judith Ableser, director of the Center for Excellence in Teaching and Learning, and dialogue with Dr. Christina Papadimitriou, associate professor of interdisciplinary health sciences and OU faculty senate representative of the Diversity, Equity and Inclusion Committee. JEDI members engaged in meaningful discussions on topics, such as structural racism, cultural humility, engaging our community with care, and building a culture of inclusion in order to gain a deeper understanding of these complex issues. The group also began cataloging DEI initiatives across SHS for the purpose of evaluating and reflecting on current strategies, identifying areas where we can have greater impact, renewing our commitment and expanding our efforts toward DEI principles. The task force is refining its mission, identifying funding sources and planning

educational events for the next academic year, and expanding membership to include student, faculty and staff representation across all four departments.

Collaborative Emergency Food System

As part of OU's COVID-19 response, Dr. Jennifer Lucarelli, associate professor and chair of the Department of Interdisciplinary Health Sciences, spearheaded efforts to quickly transform the Oakland Center into an emergency food distribution center and built a custom "care coordination" IT platform in conjunction with My COVID Response Network, a collaborative effort of aid providers in Oakland County working to support and connect volunteers and resources with individuals and families experiencing hardships during the Coronavirus pandemic.

Through their tireless efforts to better serve vulnerable populations who already experience multiple health inequities, more than 500,000 meals were delivered directly to the doorsteps of nearly 1,000 households on a weekly basis, providing safe access to food and household supplies, and reducing transmission of the virus. With more than 40 local organizations participating, this collaborative network response to the Coronavirus pandemic serves as a national model for other organizations looking for innovative ways to bring the community together. Students have been able to take advantage of this impactful educational opportunity by completing practicums and independent research projects with My COVID Response Network.

Prescription for a Healthy Oakland

The Prescription for a Healthy Oakland program addresses access to fresh produce and physical activity opportunities for families and seniors who are low income and uninsured or underinsured in the greater-Pontiac area of Oakland County. Led by Drs. Laurel Stevenson and Jennifer Lucarelli, the program relies on a collaborative effort between a diverse group of clinical and community partners including the Healthy Pontiac, We Can! coalition, Oakland County Health Division, Honor Community Health, St. Joseph Mercy Oakland, Gary Bernstein Community Health Clinic, Oakland County Sheriff's Police Athletic League, Centro Multicultural La Familia, and the Wellness Plan. The program operates using a model of social prescribing where when people experience complex needs around food, housing, transportation, health care, etc., a health care provider or other social service organization "prescribes" resources to meet

these complex needs. The Prescription for a Healthy Oakland program uses social prescribing to alleviate needs by reducing barriers to healthy food, providing health education opportunities and referrals to other wrap-around services, and empowering individuals to engage in healthy living by fostering and engaging community connections.

During the ongoing public health crisis, the Healthy Oakland team transitioned to providing emergency food deliveries through the My COVID Response Network. The Healthy Oakland program also assisted in supporting a senior living facility with bi-weekly food deliveries and created telehealth education sessions for members of the community on nutrition, physical activity, money management, healthy cooking, pantry and kitchen management, stress management, and health advocacy.

2nd Annual Interprofessional Poverty Experience

Designed to help teach future health professionals about the institutional barriers related to living in poverty and how these complex issues can affect one's health, a virtual poverty simulation was led by Doctor of Physical Therapy (DPT) and Master of Public Health (MPH) students, and facilitated and guided by Heather El-Khoury, coordinator of field and student support for OU's Social Work program in Mount Clemens, as well as Dr. Caress Dean, assistant professor of public health, and Dr. Chris Wilson, assistant professor of physical therapy.

Assuming the role of a person in poverty, students attempted to navigate the difficulties and opportunities encountered over a period of three weeks, also feeling the stress and uncertainty that a person living in poverty might encounter, including the challenges of maintaining employment, feeding their family, and educating children on a very limited budget.

Board of Advocacy and Resource Development

The School of Health Sciences Board of Advocacy and Resource Development (BOARD) brings together a diverse group of health leaders from across Southeast Michigan in support of academic programming, research endeavors and community engagement. Each member is committed in his or her own career to help bring about positive change in community health and well-being. Collaboratively, the BOARD is instrumental in supporting the school's transformative learning and innovative outcomes in health.

BOARD vice-chair Telva McGruder delivered the Fall 2020 School of Health Sciences virtual commencement address. She serves as chief diversity, equity and inclusion officer at General Motors.

Healthology Symposium

Where science, practice and social interests meet, the Healthology Symposium celebrates impactful collaborative approaches for addressing upstream social determinants of health in achieving better downstream care.

Healthology 2020 "Beyond COVID-19: Igniting Innovation in Health" was presented virtually, and shared stories of diverse health leaders who, through creative problem-solving and fortitude, adapted and responded to the public health crisis in the

face of adversity. Chat room topics included Achieving Equity for the Future: Addressing social determinants and removing barriers to health outcomes.

Interprofessional Education

Last February, OU's fifth annual Interprofessional Education Workshop on opioid abuse took place virtually with nearly 300 students participating from a variety of health-oriented academic programs. This year's event was focused on Neonatal Abstinence Syndrome, a condition caused when babies are exposed to opioids in the womb, and featured insightful information on the challenges and opportunities health professionals have to deliver the highest quality of patient care. The Interprofessional Education Task Force at OU is chaired by Dr. Deborah Doherty, associate professor and chair of the Department of Human Movement Science.

ECLIPSE (Explorations in Collaborative Leadership and Interprofessional Education)

Launched in 2017, the unique undergraduate student leadership development experience aims to cultivate health professionals who positively impact individuals, communities, and populations. The program currently has more than 90 students with 14 peer mentoring groups. Workshops, service learning opportunities and self-reflection activities are all designed with a DEI lens.

- Equitable and inclusive practices regarding participation, leadership positions on the ECLIPSE Activities Board (EAB), and the opportunity to move up levels in the program.
- Discussions focus on values and ethics, breaking down unconscious bias, and the importance of having diverse voices on the healthcare team to make well-informed decisions in order to best serve the needs of patients and communities.
- Inclusive peer mentoring groups help members feel more connected to our school and other students; mentors assist with goal tracking for student success.
- Third year students create case studies to solve a specific health issue for a patient while working collaboratively. Identity is one of the factors that must be considered in the treatment plan to help foster greater integration of individualistic and holistic care, and to examine different needs that may be required based on religion, ethnicity, skin color, gender, weight, disability, etc.
- Purposeful partnerships with organizations who provide critical services to marginalized and underserved populations in Pontiac, greater Oakland County, and Detroit.
- EAB hosted a virtual event, "Physician's Panel on Health Disparities."
- Bi-weekly food deliveries to low-income seniors in partnership with Dr. Stevenson and Prescription for a Healthy Oakland.
- ECLIPSE students reported more than 830 volunteer hours over the past academic year.

Faculty and Staff Development

Across the school's four departments, our faculty recognize that the ways that people communicate and learn are diverse, and they understand that creating an environment where these differences are celebrated, results in greater contributions to our profession and our communities.

- Applying inclusive teaching practices in the classroom and clinical settings
- Furthering own knowledge by attending workshops and seminars on best practices
- Incorporating service learning opportunities in diverse populations
- Diverse representation in the authors and creators of assigned course content, including recognition of minorities who contribute to various health science fields
- Highlighting high-risk and vulnerable populations in course case studies
- Conduct participatory research with vulnerable populations
- Working with community and local organizations that seek to improve the health outcomes of vulnerable populations
- Incorporating DEI components into community-based participatory research courses
- Evaluating practices related to admissions, hiring, curriculum assessment
- Striving for equitable allocation of service assignments
- Training on levels of racism, structural racism in metro-Detroit, cultural humility, privilege, LGBTQIA+ allyship

Courses

These are only a sampling of courses that incorporate DEI principles.

- PH 3000 (Intro to Public Health) — discusses issues of race, racism, and class/classism
- WHP 4350/ PH 5350 (Environmental Justice) — focuses on the structural and system determinants of disease and exposures, the imbalance of power, and the role of implicit bias
- PH 5600 (Intro to Environmental Health Sciences) — examines environmental justice, and the role of race and racism in causing disparate pollution burdens

The director of Academic Advising and Student Services and the professional advising and student services staff participated in training sessions on various topics, including: first-generation college students, unconscious bias, understanding pronoun usage, and intergenerational workspaces. In addition, they worked with the Center for Multicultural Initiatives to provide staff training on privilege and inclusive conversation, and the Office of the Dean of Students Office on Title IX training.

OAKLAND UNIVERSITY WILLIAM BEAUMONT SCHOOL OF MEDICINE

OUWB Staff Diversity Liaison Program

The Staff Liaison Program was created and implemented in the Fall of 2020. The purpose of the program is to ensure consistent and equitable treatment for candidates seeking employment within the OUWB community. Eight administrative professionals from the OUWB community have been trained to assist search committee members with self-scrutiny throughout the evaluation and selection process. These individuals serve as voting members of the search committee and must be "Respectful Interventionist" when bias shows up in the process.

OUWB Diversity Champion Program

The Diversity Champion Program launched February 2020. The Diversity Champion Program was informed by medical and higher education research that analyzed the prevalence and impact of gender discrimination, racial discrimination, and sexual harassment. The intent behind this program is to go beyond awareness, and to effectively engage the institutional transformation process by building champions that includes residents, students from all four years, staff and faculty who will help to enhance the learning environment with respect to inclusiveness, advise administration on current issues pertaining to DEI, serve as a resource for stakeholders on relevant issues, and facilitate opportunities for successes of underrepresented populations.

A cohort of 25 participants including residents, students, staff, and faculty were selected and trained. The first cohort and the steering committee were certified as Diversity Champions in April 2021.

Diversity, Equity, and Inclusion Council (DEIC)

This committee was reconstructed in 2019 as a working group that serves as a mechanism to address concerns regarding diversity, equity and inclusion for the entire OUWB community. The council was established to ensure a cross section of representatives and consists of 25+ members from the student, faculty and staff populations. Under the umbrella of the DEIC, the group continues to look at ways to facilitate opportunities for successes of underrepresented populations, to identify strategies to enhance the OUWB environment with respect to inclusiveness with medical students, faculty and staff, advises administration on current issues and actions pertaining to DEI, and provides a collective, coherent voice and serves as a resource for all stakeholders on issues related to diversity.

The first recommendation of the DEIC was to establish a set of guidelines for inclusivity in the classroom setting. "Learning Environment Guidelines" were launched in February of 2020 and have been posted in every OUWB classroom, including those on the three Beaumont Hospital campuses. These rules are:

- Listen with respect and an open mind, strive to understand others' views, and articulate your own point of view.
- Embrace differences with the intent to build community, not to criticize and separate ourselves from others.

- Be mindful not to monopolize discussions and/or interrupt others.
- Advocate for classmates who have not been heard.
- Do not demean, devalue, or attempt to humiliate another person based on their experiences, value system, or construction of meaning.
- Respectfully, challenge myths and stereotypes about your own groups and other groups.
- Raise views in such a way to encourage open dialog.
- Call out assumptions and biases.
- Be authentic when engaging with all members of the class.
- Create a safe atmosphere for open discussion among everyone.

OUWB Medical School Orientation Week

After the social unrest that occurred in the summer of 2020, students initiated a Call to Action that included a request that medical students receive unconscious bias and cultural competency training prior to the commencement of class. To address these concerns, in the Fall 2020 OUWB implemented a full day of Diversity Training for its incoming first year medical students. During this eight-hour session, 125 students participated in workshops that included topics related to: Personal & Social identities, Unconscious bias, Addressing Microaggressions and inappropriate behaviors in the learning environment, cultural humility, exploring the history of racism and healthcare and becoming effective bystanders. The orientation was a resounding success and has now been given a permanent space during new student orientation week.

The Kaleidoscope Project

This is a student-led initiative that celebrates and supports people from Oakland University William Beaumont School of Medicine's LGBTQ+ community. OUWB's Kaleidoscope Project aims to promote inclusivity among all realms of medical education from the classroom to patient care. The Oakland University William Beaumont School of Medicine Kaleidoscope Project began as a student-led initiative and has been warmly embraced by our OUWB leadership. The project celebrates the LGBTQ+ community at OUWB and promotes inclusivity amongst all realms of medical education — from the classroom to patient care. Since the initiative launched in 2019, over 133 students, faculty and staff have joined to support.

OUWB Diversity and Inclusion Pre-Interview Chats

During the 2020-21 Admissions cycle, the Diversity, Equity, and Inclusion Council, along with OUWB's Office of Diversity & Inclusion, developed the concept of virtual pre-interview chats to provide another opportunity for interviewees to get to know OUWB students and in particular, to provide a safe space for a discussion about the diversity and inclusion initiatives within OUWB. The team presented a total of 17 optional pre-interview video chats. These chats offered potential students an opportunity to interact with current students regarding their personal experiences with OUWB Diversity initiatives through a Q&A format. The goal of this chat was to help make interviewees aware

of the various diverse student organizations, service opportunities, and academic supports that are offered at OUWB, and answer any of their questions.

Online Enrichment Pipeline Programs

In response to the COVID-19 pandemic, the Oakland University William Beaumont School of Medicine Office of Diversity & Inclusion and faculty from the department of Foundational Medical Studies quickly developed virtual content to continue to support and engage with high school students who have expressed interest in careers in medicine and health science. Since last summer (2020) this program has hosted student participants.

Dr. Martin Luther King Jr. Health Fair

The annual Dr. Martin Luther King Jr. Health Fair is one of OUWB's largest community engagement and outreach events. Established in 2013, OUWB's Office of Diversity & Inclusion and the Student National Medical Association partners with Chandler Park Academy to create awareness and increase preventative health education for the Harper Woods community. This event features clinical screenings, community resources, vendors, arts, and crafts, and giveaways for all attendees.

Diversity Lecture Series

The Diversity Lecture Series was designed in 2020 to address concerns with social unrest, to highlight health equity in medicine and health care, as well as critical challenges of diversity and inclusion. The lecture series is intended to facilitate difficult conversations surrounding race, racism, LGBTQIA experiences and more. The sole purpose was to increase the knowledge of faculty, staff and students regarding various components of diversity, equity and inclusion. During the 2020-21 academic year, 26 virtual sessions were held.

COLLEGE OF ARTS AND SCIENCES

Each of the monthly meetings of the College Department Chairs focused on a department's effort at embracing diversity and inclusion (including items like summer programs for K-12 students of color; "safe" training; curricular changes; hiring strategies, etc.). A key portion of these discussions focused on challenges and how they were addressed in developing efforts.

Faculty and CAS Dean championed the Land Acknowledgement, adopted by the University in Winter Semester, 2021.

Our College CAP (faculty review committee) engaged in implicit bias training and identified a "diversity advocate" for each candidate reviewed (modeled after faculty search processes).

Our internal search for an Assistant Dean is piloting the use of a diversity advocate.

SPECIFIC INITIATIVES:

1. Oakland University Linguistic Diversity Initiative (OULDI)

OULDI is an inter-departmental campus-wide initiative that promotes an agenda of celebrating linguistic diversity and advancing linguistic justice at Oakland University and its affiliated

communities. The mission of OULDI is to foster and support linguistic diversity at Oakland University by:

- raising awareness of linguistic diversity in our communities,
- expressing affirmation of the linguistic diversity on campus, and
- practicing advocacy for the importance of linguistic justice.

2. School of Music, Theatre and Dance

- Established a student Peer Diversity Liaison in each department.
- Appointed two Faculty Diversity Liaisons in the School.
- Held two Culturally Responsive Teaching virtual series: One series for faculty and one series for students via the NAFME chapter for Music Education Students.
- Held a diverse virtual play series where actors, playwrights and directors were all people of color.
- SMTD is in the process of reviewing curriculum in all three departments to look for areas that are not inclusive or where bias is evident.
- Held a virtual Diverse Dancers series featuring underserved minorities dance professionals.

3. Department of English

Modified required curriculum for English majors to incorporate more diverse authors and literary traditions.

4. Math Corps

During the previous year, the Department of Mathematics and Statistics and the CAS Dean's Office have worked to support the launch of Math Corps at Oakland University. Anna Spagnuolo, Chairperson of Math and Statistics, serves as the Program Director. In the Summer of 2020, we held an abridged version of the program as Math Bridge at OU virtually. This was a 5-week online program to help 38 (26 African American, 11 Hispanic) students from Pontiac to improve their math proficiency (scores improved from 29% to 79% during the program). These students were all from underrepresented minority groups. We hired a Spanish translator for one of the students to ensure that they could participate fully in the program. We saw significant gains in the post-test of these students. This program was such a success that we have worked during the FY20-21 year to raise funds and set up a full 8-week Math Corps program here at OU in summer 2021. Math Corps was started at Wayne State University by Steve Khan. As part of his National Science Foundation (NSF) grant, he has partnered with expansion sites to bring this successful program to more students. This summer we will have 40 7th and 8th grade students and 20 high school students participating in this program. We hire OU students to serve as instructors.

5. External Funding to Diversify Faculty

As part of our efforts to support diversity in our faculty in the STEM disciplines, the CAS partnered with OUWB to submit a National Institutes of Health (NIH) Faculty Institutional Recruitment for Sustainable Transformation (FIRST) grant. This critically important project was to increase the number of women and

underrepresented minority individuals in scientific research at OU and OUWB. The OU application, entitled: "Expanding Diversity in Research through a Cohort-Based Recruitment and Support Program," proposed to recruit around our existing strengths in neuroscience and cardiovascular research. New hires would be junior-level and individuals from underrepresented minority groups and women targeted using existing deliberate recruitment strategies and then supported with targeted mentoring processes. We also proposed systemic changes in data gathering, promotion and tenure review support, DEI related training and reviews of existing review processes to identify bias.

6. Center for Civic Engagement (CCE) event

- September 2: Civic Engagement Office Hours Virtual Series: How Protests Lead to Social Change
- Mid-September: Voter Registration, Absentee Ballot
 - The CCE partnered with faculty and students from our Film Study and Production program to create a voter registration and absentee ballot video that provided specific instructions on how to register and obtain an absentee ballot (this was even more crucial given the pandemic).
 - Ran on Civic Center TV and Bloomfield Community TV
 - Shared with dozens of organizations (including churches) in Pontiac
- January 25: "COVID-19 Vaccination: Access, Awareness, and Acceptance"
 - Panelists featured leading local experts in public health and immunology as well as community leaders; Mark Navin, Ph.D. (professor and chair of Oakland University Philosophy Department) moderated the panel.
 - Collaboration with the Center for Public Humanities and Center for Religious Understanding.
- March 18: Let's Get Real! Authenticity & Sensitivity in Conversations about Race
 - Featuring Drs. Chaunda Scott, Danielle Ligocki and Robert A. Martin from the School of Education and Human Services
- April 15: "Workforce Development Forum: Talent Needs of Today and Tomorrow"
 - Partnership with Economic and Workforce Development Pillar in OU-P Initiative.
 - Virtual panel discussion featuring key Pontiac and regional employers.
- May 25: Screening of "Who Killed Vincent Chin?"
 - Partnership with Office of Community Involvement, SEHS, Kresge Library

SCHOOL OF EDUCATION AND HUMAN SERVICES

Diverse Voices Conference

For over 20 years, the School of Education and Human Services has sponsored the Diverse Voices Conference, founded by Professor Chaunda Scott. This year, the conference took place in late March, and was held virtually. Nearly 100 students, faculty, staff and guests took part. Keynote speaker Dr. Marilyn Byrd is nationally known for her work in social justice and Black women's leadership.

Pre-employment skills training for adults with autism

OUCARES offered three intensive 10-week pre-employment skills trainings to 18 adults with autism and related disorders during the pandemic. It was offered in-person during summer 2020 and virtually during fall, winter and spring 2021. It is offered in-person again during summer 2021. This skill-building program helps adults with autism learn to get and keep a job, as well as helps participants to network with local employers in realistic job options based on their individual talents and interests. Over 60% of participants find a job within three months of our program, when they were previously unable to do so successfully.

Initiative to Eradicate Racism

Activities held by the Initiative to Eradicate Racism: March 2021 panel with Center for Civic Engagement, "Let's get Read about Race and Racism;" Establishment of IER Advisory Council; June 2021 video recording, "Dismantling Systemic Racism in Education;" Establishment of John R. Lewis scholarship; article accepted for publication in Journal for Business Diversity.

Speaking out against AAPI hate

In late winter and early spring, the School of Education and Human Services was engaged in anti-AAPI hate activities. (1) Dr. Tomoko Wakabayashi wrote an Anti-Asian Racism letter to OU president (2) an Anti-Asian Racism presentation was given at the SEHS School Assembly (3) Behavior Concern Reports and Action Plan drafted by Dr. Tomoko Wakabayashi, Dr. Tanya Christ, and Dr. Ambika Bhargava was proposed to the Oakland University Senate.

DEI starting with us

This initiative was developed in a workshop with SEHS support staff to find actionable ways to improve our commitment to DEI in the School. Through this workshop, 23 items were identified, including changes to infrastructure, signage, policy implementation and commonly used technical resources. Several changes have been made and many items are in progress.

SEHS DEI conversations

Every semester, the SEHS DEI committee sponsors three different meetings we call Conversations. These meetings acted as a way for faculty and staff to engage with two questions each time: one that focused on inner reflection and one that focused on outer action. These used to be Book Studies, but in order to keep them accessible and meaningful for all, we decided to switch topics with each meeting and use a variety of sources, from TED Talks to brief articles to websites.

SEHS Town Hall Meeting

Over 30 faculty and/or staff members attended the event, which focused on answering the following questions:

- What are your reactions/feelings/opinions about the impact of current events on SEHS and our work with students?
- What have you done over the past three months to educate yourself about race in America?
- What is our duty as educators as it relates to teaching students about social issues like systemic racism?
- With that in mind, how will you prepare yourself to facilitate the residual impact with your students?
- How can we best support each other and show solidarity in our work to bring about more equitable and just practices?

Virtual Programs Offered to Autism Community

OUCARES offered over 35 virtual programs to over 400 individuals impacted by autism (ages 4 through adults) during fall 2020, winter 2021 and spring 2021. Programs included yoga, social skills training, gaming club (completely developed and implemented during the pandemic virtually), social clubs, photography classes, and more. 100% of families reported that our programs positively impacted their quality of life, and 96% shared that they would like to participate in more OUCARES virtual programs in the future.

ABA (Applied Behavior Analysis) Training Offered for Educators

OUCARES partners with the OU ABA (Applied Behavior Analysis) Clinic to offer ABA training to parents throughout the year. This past year, it was offered successfully virtually in fall and spring to parents/guardians of children with autism. We offered our first ABA Training specifically designed for Educators of Young Children. Numerous educators (including alumni) attended this training to learn how to best support students with special behavior needs in their school classrooms.

SCHOOL OF NURSING

The SON has created and participated in many initiatives this past year to increase the diversity of our faculty and students as well as create means to increase cultural competency amongst faculty and staff who are working with diverse students and co-workers. Recognizing that increasing Diversity, Equity and Inclusion is one of the major goals of the University and one of the four goals of the SON Strategic Plan, as well as a major goal of the American Association of Colleges of Nursing, we have worked diligently to align ourselves to meet these initiatives and increase diversity as well as promote equity and inclusion. We have worked toward assessing our curriculum, assessing the climate of our student environment, providing faculty and staff development, and strengthening our student and faculty recruitment, admission and hiring processes. We are not only focused on diversity, we are also assessing and changing processes to develop a more inclusive environment that promotes equity for student success and faculty and staff employment opportunities.

We have attempted to make an impact by our hiring practices, employing pipeline programs, providing cultural development activities to faculty and students, initiating a Diversity, Equity and Inclusion Special Interest group that included thought leaders that represent our faculty, staff, students and alumni, and writing grants to support our curriculum needs, holistic admission process and recruitment efforts.

Faculty and Staff Hiring Practices

Additional faculty and staff have completed the Diversity Training to become Diversity Advocates (DA) and to ensure that we conduct our faculty and staff searches in a manner to eliminate bias and attract candidates that value diversity. We continue to require all applicants for a faculty position to submit a diversity statement as part of the materials used by the search committee for consideration of position candidacy to ensure their background and values are considered for faculty hiring. We have also incorporated interview questions to solicit this information about managing diverse populations and experiences that promote DEI.

We continue to be more successful recruiting diverse part-time faculty versus full-time in our attempts to attract a more diverse candidate pool. When comparing the 2021 diversity of SON full-time faculty and part-time faculty, the percent of full-time faculty (11.6%) is one-half of the part-time faculty percent of 21%. To leverage this, we are supporting part-time faculty retention and encouraging the part-time faculty to continue their education and consider a full-time faculty position in the future.

While faculty searches have not attracted a very diverse pool, we were able to attract diverse applicant pools for the staff positions hired in 20-21 and have 12% of our staff with diverse racial/ethnic backgrounds, including a newly hired nurse for the Director of Clinical Resources.

Pipelines for faculty

We are nurturing our own pipeline of new faculty by starting our Ph.D. program in fall 2019 and a DNP Nurse Anesthesia program in 2018. To support these students to complete their doctoral programs and to become nurse educators after graduation, we applied for the HRSA Nurse Faculty Loan program in 2019. Students who receive these funds to support their tuition costs may earn up to 85% loan forgiveness teaching in a nursing education program after graduation. Our graduate students are quite diverse with the following total percentage of students who are Asian, Hispanic, Black and/or Native American: 20.6% MSN, 14% DNP and 22% Ph.D. students.

Students

Diverse student enrollment in our BSN has stayed at a plateau with 21% of the students Asian, Black, Hispanic and/or Native American. The Accelerated second-degree BSN program attracts a more diverse population at 24% racial ethnic minority, whereas the traditional BSN is 20% and RN-BSN Completion Sequence is 17% racial ethnic minority.

The graduate program diversity varies across programs with the MSN at 17%, DNP at 14% and PhD at 22%. Since 2019, the PhD

program has decreased from 25% to 22%, the DNP program increased from 3% to 14% and the MSN program increased from 14% to 17%. Overall, not all programs have met the SON Strategic Plan diversity goal of 20%.

2020-21 NEW PROJECTS

SON DEI Special Interest Group

We have initiated a new DEI Special Interest Group led by the Dean and are including faculty, staff, students and alumni to learn about the student, faculty and staff environment, better understand student experiences, pursue external funding to support targeted recruitment and faculty development, and to integrate strategies through the SON faculty governance structure to promote a learning environment that embraces diversity and inclusion, as well as policies that provide equity. We have met monthly this past year and have actively sought out funders through our development and corporate advancement team to acquire resources to support a diversity coordinator. We are still pursuing this.

Pilot of the Holistic Admissions Process

The SON Advising and Faculty Team launched the pilot for the Holistic Admission process with the Direct Admit BSN cohort for 2021-22. We are currently analyzing data and working toward seeing the final pool who accepted admissions. This pilot allowed us to see how we might improve processes for efficiency and reliability.

Faculty Development

In January-February 2021, faculty and staff participated in the University Diversity Challenge and the SON also held a special program for faculty and students presented by Dr. Hedy Wald called "Fostering Reflective Capacity with Interactive Reflective Writing: 'Reflection Apprenticeship' - Learner and Teacher." She also offered a Colloquium on integration of humanities and ethics into moral identity development for students and faculty. Both of these presentations discussed moral resilience and care for individuals across cultures.

External Funding

We are very pleased to learn we have received the Department of Health and Human Services, Health Resources and Services Administration (HRSA) Nursing Workforce Diversity Grant for \$2.1 million over four years. This grant will "increase nursing progression and graduation rates and retention in practice for students who are from diverse and/or disadvantaged backgrounds; specifically, those from racial and ethnic minorities underrepresented among RNs". The proposed program will support student scholarships, cultural development for students, faculty and staff; holistic admission processes; and community partnerships. We hope this support will also attract diverse and disadvantaged students to Oakland. This was a great effort by Dr. Julie Kruse.

In addition to the NWD award, the SON continues to pursue the HRSA Nurse Faculty Loan Program (NFLP) and Nurse Anesthesia Training Grant (NAT) to support students who commit to work with disadvantaged populations and students after graduation. This

past year we applied for the NFLP grant and we were awarded \$32,185.00 from the NAT grant for continued support to the DNP nurse anesthesia students.

Community Engagement and Student Pipeline Program

We recently met with Pontiac High School to plan to restart our Patient Care Tech program at Pontiac High School in fall 2021. This program is a potential pipeline for prospective students who might want to enter OU and our BSN program. This summer we could not offer our Camp RN which is another pipeline program geared toward Junior High School level students. University, Statewide and National policy participation We continue to have statewide and national representation by SON faculty on nursing workforce diversity development committees. Drs. Julie Kruse and Carolyn Tieppo are involved in a State of Michigan Nursing Workforce Diversity Committee. Also, Dr. Kruse is a member of the American Association of Colleges of Nursing National Nursing Workforce Diversity Committee. Dr. Meghan Harris is a member of the OU DEI Committee.

SCHOOL OF BUSINESS ADMINISTRATION

Strategic Priority

The SBA is committed to making DEI a strategic priority of the school. During the 2020-21 academic year, the faculty and staff of the School of Business Administration engaged in a variety of activities to enhance the diversity of its students, faculty and staff, and help in the development of an inclusive and equitable environment for all.

The SBA recognizes that to deliver on the broad goals related to DEI, the faculty and staff leading the new initiatives need to participate in professional development to develop a deeper understanding of the issues related to creating a more diverse, equitable and inclusive environment and the role business schools in particular can play in this area. As such, department chairs and the academic administrative team of the school attended multiple training sessions dedicated to DEI issues, including a three-day seminar hosted by AACSB.

Task Force

As a consequence of the many conversations related to the topic, a task force was charged with conducting a comprehensive assessment of the current state of DEI activities in the school and propose new recommendations. The eight-member task force composed of faculty and staff representing all departments, academic advising, career services, and the ACHIEVE program completed a preliminary review of student survey data and developed a survey of the SBA faculty and staff of their inclusion of DEI related content in their programs. The surveys show that the faculty and staff consider it to be their responsibility and are primed for action. A more intentional and formal approach to managing the DEI initiatives is under consideration.

New Course

There are several courses in which DEI issues are relevant and addressed. A new Special Topics course was taught on Leading Diversity, Equity, and Inclusion in the EMBA program. Student feedback was uniformly positive and the course will be taught in the 2021-22 year as well.

Student Organizations and Service Activities

The SBA continues to support and champion programs and student organizations aimed at enhancing the academic and professional development of its students such as the Women in Business student organization and mentorship program, and the National Association of Black Accountants (NABA).

In addition to supporting the various outreach and community service activities of the various student organizations, the student Ambassadors, Scholars, and Business Honors Program students participated in various community outreach activities that serve diverse and minority populations. The students participated in various activities to support the Baldwin Center. On Thursday afternoons, these students made presentations to middle and high school students on a topic of interest. Due to the pandemic, these presentations were over Zoom. Some of the topics covered included Selling, Starting Your Own Business, Dance Styles, Chess, Programming Basics, Writing Like a Champ, Mental Health, How to Stay Organized, Time Management, The Importance of Saving.

SCHOOL OF ENGINEERING AND COMPUTER SCIENCES

The School's Diversity, Equity and Inclusion (DEI) Committee is a standing committee within the School of Engineering and Computer Science composed of faculty, staff and students. We believe that diversity, including with respect to race, gender, sexual orientation, gender identities and expressions, and disabilities, is our strength.

The DEI committee is responsible for helping bring about an inclusive environment in which faculty, staff and students are respected, supported, and provided with opportunities to succeed.

Committee charge

The charge for the DEI Committee includes the following:

- Promote the goals of diversity, equity and inclusion in SECS.
- Organize quarterly events — such as speakers, workshops and social gatherings — related to these goals.
- Facilitate communication and understanding among different constituencies and serve as a school resource.
- Engage students, staff and faculty to assess needs related to DEI; propose strategies for assessing progress.
- Identify challenges and strengths in achieving DEI goals; and make recommendations to the Dean regarding ways to achieve DEI goals.

The SECS Outreach Program, established in 2010, made formal in 2012 and buoyed largely by the extra space that came with the new Engineering Center in 2015, has seen significant increases in student attendance since inception, including special programming for underrepresented and underserved students. This has allowed us to increase the throughput of potential of K-12 students in both the summer and school year. All of the Outreach staff are now required to go through diversity training through the CMI.

STEM Field Trips and workshops:

- 800+ PSA 4th graders (fall and winter): largely underrepresented and underserved students
- 1,200 Rochester Community Schools (RCS) 4th graders
- 2,000+ from individual schools
- Saturday workshops (typically 40 fall + 40 winter), mostly math readiness, serving mostly Pontiac and Detroit students (registration through DAPCEP – the Detroit-Area Pre-College Engineering Program)
- NSF i-test PAAMEE (Preparing African-American Males for Energy and Education) DAPCEP (30 fall + 30 winter). This will be the MEEP Program (Multi-Year Energy & Engineering Program) beginning fall 2021.
- STEM teacher training (~50 teachers per year, including from Pontiac and Detroit)

Targeted K-12 populations for outreach:

- Underrepresented minorities
- Women in STEM
- K-12 general population
- High-achieving students

STEM Teacher Training:

We host around 50 teachers annually for a one-day workshop with instruction on best practices in teaching STEM, getting hands-on activities in the classroom at low cost, integrating Next-Generation Science Standards (NGSS) into the classroom (and other activities). Recruitment is done through DAPCEP, our PSA Department and Oakland Schools.

Underrepresented and Underserved Student Program Partners:

- Detroit Area Pres-College Engineering Program (DAPCEP)
- Pontiac Schools
- Public Schools Academy (PSA)
- DTE Energy
- Engineering Society of Detroit (ESD)
- State of Michigan King-Chavez-Parks (KCP) Initiative
- Michigan Women Forward (MWF)
- Oakland Schools OTC Program

INDIVIDUAL PROGRAMS:

Engineering Society of Detroit (ESD)

- Residency camp for 60 Detroit girls (pre-COVID we provided room and board, and logistical and delivery support. Currently, this is virtual until re-opening)
- Cohorts every year starting in the 7th grade (going through HS graduation)

DAPCEP:

- 55 full summer scholarships (we do this every year)
- DAPCEP students attend Saturday workshops in the fall and winter semesters at no cost to them for math and science readiness (full scholarships)

DAPCEP PAAMEE and MEEP:

- PAAMEE: Preparing African American Males for Energy & Education (renamed MEEP in fall 2021)
- Funded by NSF iTest (Innovative Technology Experiences for Students and Teachers), \$5,000 per semester
- Cohorts of 30 or more DAPCEP students twice per year (fall, winter)

Michigan Women's Foundation:

- 60 girls attend a one-week residency STEM camp every summer
- Mostly Detroit female students 7th – 11th grades

Oakland Schools OTC

- 54 high school students in four cohorts from each of their tech campuses each summer (mostly economically challenged and underrepresented). We only charge for the cafeteria lunch
- Middle school students from around Oakland County (about 500 each summer). We only charge for the cafeteria lunch

Pontiac Schools

- Maintained relationship with STEM students throughout the school year
- Full summer scholarships through DAPCEP
- Full fall/winter workshop scholarships through DAPCEP
- Marshall Plan money funds scholarships in the summer through 2021

Htech Jobs of the Future Program

- Michigan College-University Partnership (MICUP)
- Through the King-Chavez-Parks (KCP) Initiative under the Michigan Talent Investment Agency (TIA), under the Department of Talent and Economic Development
- To increase transfer enrollment and retention for two groups of students:
 - Underrepresented (minority, academically challenged)
 - Underserved (economically challenged, Pell grant eligible)
- Funding on a 6-year cycle (2017-2024)
- ~\$90,000 per year for six years (plus matching funds from Provost and President)
- Cohort of 20 students formed each fall and winter semesters

OU Student Orgs: Active student Chapters of NSBE and SWE

- Provided Outreach volunteer opportunities to service the Pontiac and Detroit communities
- Hiring of women and minorities for the Outreach staff to better reflect underserved populations

HONORS COLLEGE

1. The Honors College hosted the National Society for Minorities in Honors Conference (NSFMIH) in October 2020 with keynote speaker Dr. Freeman Hrabowski, President of University of Maryland, Baltimore County
2. Honors College staff, faculty fellow and Honors College students introduced chaired sessions at the national diversity in honors conference – with Honors College students hosting a diverse range of students and faculty from around the nation.
3. The Honors College selected and included courses on diversity, equity and inclusion in its annual course offerings, including (but not limited to), in 2020-21:
 - HC 2020 Black Lives/Queer Lives
 - HC 20800 The Science of Disability
 - HC 2050 The Disclosure of Disability
 - HC 2020 Contemporary LGBTQIA+ Fiction
 - HC 2040 Anger, Race, Forgiveness
 - HC 2040 American Racism
 - HC 2050 LGBTQIA+ Lives Through a Global Lens
 - HC 2060 Gender Communication
 - HC 1000, Making Discoveries: The Honors College freshmen colloquium – every year has a diversity attribute.
4. Honors College students completed 30,000 hours of community service, including c. 20,000 for disadvantaged and underprivileged groups. The Honors College awarded its first graduate Humanitarian Award to Annie Fuelle for her work in working tirelessly with the homeless and in establishing a program at OU to support the blind and sight-impaired through Leader Dogs for the Blind, Rochester.
5. Staff and faculty of The Honors College published the book “Honors Education and the Foundation of Fairness: A Question of Equity” (CSP).
6. Honors staff participated in the Council on Undergraduate Research (CUR) National Committee on Diversity, Equity and Inclusion.
7. The Honors College worked with the College of Arts and Sciences (CAS) and the DSS on disability initiatives around the use of ASL at conferences and events, and in relation to accessible science laboratories.
8. Staff and faculty of The Honors College completed the book “Honors Education Around the World” (CSP), which will be published in September 2021 – highlighting global and cultural diversity in honors education.

9. The Honors College set diversity targets for 2021, 2022 and onward, exceeding each previous target.

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

CETL Teaching Grant

Cosponsored by CETL and Student Affairs and Diversity

CETL awards a \$3,000 grant to enhance student success through a course redesign focusing on inclusive practices and pedagogy. Proposals must include evidence-based inclusive practices that increase student success and detail how these strategies will be implemented and evaluated.

DIVERSITY AND INCLUSIVE PRACTICES WORKSHOPS Summer II 2020

VIRTUAL CCC: SAFE SPACE TO TALK ABOUT RACE

Facilitated by Adina Schneeweis, two sessions

Fall 2020

INCLUSION IN ONLINE LEARNING

Facilitated by Marshall Kitchens

**COFFEE AND CONVERSATION — CONTINUING THE
CONVERSATION ABOUT ANTI-RACISM**

Facilitated by Adina Schneeweis

INCLUSIVE PRACTICES AND UDL

Facilitated by Christina Moore

INTRODUCTION TO DIGITAL ACCESSIBILITY

Facilitated by Dan Arnold, Christina Moore

Winter 2021

The Diversity Challenge invited the OU campus to a common campus experience centering diverse perspectives and experiences. Over 10 weeks, we engaged in a “weekly challenge,” consisting of virtual experiences and reflective discussions relating to diversity, equity and inclusion over the winter semester. Each week included a learning experience through live events, video, text, audio or performance, then reflected on these experiences.

Topics included diverse cultural perspectives, implicit bias and racism, disability, storytelling, and more. Some challenges included OU live events and informal conversations on Zoom.

Upon completing all 10 challenges, participants received a digital badge and certificate marking their commitment to ongoing learning about diversity and inclusion.

Diversity Challenge

- Center for Excellence in Teaching and Learning (CETL)/ Diversity, Equity, and Inclusion Council
- 429 Registered
- 220 worked through some challenges
- 130 Completed by April 30

Diversity Challenge Synchronous Sessions

- Diversity Challenge Launch
- Coffee and Conversation- Reflect and debrief Diversity Challenge Activities, Three Sessions
- Diversity Challenge Wrap-Up & Celebration

WRITING AN EFFECTIVE TEACHING GRANT WORKSHOP

Facilitated by Judy Ableser

Summer 1 2021

COFFEE AND CONVERSATIONS WITH STUDENT PANEL: DIVERSE STUDENT VOICES

Judy Ableser, two Sessions

(2020-21) Learning Communities

BELONGING ON CAMPUS: STORYTELLING, LISTENING, AND PEDAGOGY

Facilitated by Adina Schneeweis

Complicated circumstances require collaboration; the only way to become stronger teachers, who address challenging issues and who prepare our students to engage with such situations, is through a collaborative environment. Telling stories about one another helps us make sense of experience, and helps bridge gaps - a necessary tool to teach our students in today's disconnected and strained socio-cultural environment.

For additional information and resources, visit CETL's website.

UNIVERSITY LIBRARIES

Creation of University Libraries Diversity Statement.

In February 2021, the Libraries' Inclusion, Diversity, Equity, and Accessibility (IDEA) Task Force was formed. In their first semester, the group drafted the University Libraries Diversity Statement, which was approved by all bodies of the Library in March. This statement will appear on a new page within the Libraries' website that will display both the University Libraries Diversity Statement and the newly adopted Oakland University Land Acknowledgement. The Diversity Statement is as follows:

Oakland University Libraries are committed to the work of inclusion, diversity, equity, and accessibility for our staff, the campus, and the local community. We acknowledge the historical role that libraries have played in the systematic suppression of underrepresented groups and recognize the need to actively address these inequalities. The Libraries aim to create environments where all people feel welcome, respected, and safe and have equitable opportunities to learn and grow. We will advocate and strive for collections, services, technologies, spaces, and events that are diverse, inclusive, and accessible.

Perspective-Broadening Programming

The University Libraries seek to help broaden our community's perspective through an array of educational and culturally relevant events each year.

- OU Libraries celebrated Open Access Week in October with a series of virtual presentations organized by Julia Rodriguez, Associate Professor and Scholarly Communications Librarian, and Stephanie Swanberg, former Associate Professor at the OUWB Medical Library. Open Access Week raises awareness of the significance of global access to research as an equalizer and as an ethical mandate embraced by many funding agencies, such as the National Institutes of Health. The theme for 2020 was "Open with Purpose: Taking Action to Build Structural Equity and Inclusion." Presentation topics this year included a look into how search engines reinforce racism, how to build an open monograph ecosystem, and the basics of creative commons licensing.
- For African American History Month, our Outreach Librarian Anne Zacharias once again organized an outstanding program. On February 4, 2021, the Library hosted an online panel discussion entitled "Black Lives Matter." This panel featured student leaders and members of the metro Detroit activism community.
- The University Libraries were a co-sponsor of the March 17, 2021, online panel presentation, "Indigenous Archives and Food Sovereignty," presented in conjunction with a course taught by Professors Andrea Knutson and Megan Peiser. The panel of scholars and activists discussed the importance of honoring indigenous connections to the land, respecting cultural traditions and increasing awareness of colonizer structures.
- Every year, OU Libraries participate in Oakland University's annual celebration of Pride Month. On March 18, 2021, Outreach Librarian Anne Zacharias held an online panel discussion entitled "Trans Rights Are Human Rights." This group included speakers from Affirmations, the Ruth Ellis Center and ACLU Michigan. There were some technology challenges with this event, but it was very well attended and the speakers shared great information!
- The University Libraries co-sponsored the screening of the film "Who Killed Vincent Chin," in celebration of AAPI Heritage Month. The movie is part of the University Libraries' streaming video collection.
- OU Libraries offer a monthly Literature to Film book club. Each year, the club membership selects books on current topics that have been made into film and engages with both by reading the book and watching and discussing the film. Noteworthy titles from this year that relate to raising awareness through literature about issues of diversity, equity and inclusion include "Call Me by Your Name" by André Aciman, "The Zookeeper's Wife" by Diane Ackerman, "The Lost Child of Philomena Lee" by Martin Sixsmith.

Inclusive Services and Spaces

The faculty and staff of OU Libraries continually explore ways to improve the cultural awareness and engagement of our personnel and seek ways to facilitate the same in the use of our services and spaces.

- Instruction and Research Help services within Kresge Library are built on inclusive, accessible and equitable principles that reflect the core values of the University Libraries.

- The course-integrated WRT 1060 library instruction material is now offered in a fully online and asynchronous format, allowing for maximum flexibility in the ways in which our students access and complete the content. In this instruction model, librarians are paired with WRT 1060 instructors along with the asynchronous online instruction to support student success.
- Our faculty librarians offer research help in a variety of formats, thereby allowing users to receive assistance in whatever way is most appropriate for their accessibility needs. Evening research consultations are now available as well, as an affordance of the current virtual-only service model.
- In an Archives instruction session for IS 2700 (Introduction to the Middle East), materials from the OU Archives were used to illustrate various aspects of Middle Eastern cultures and their representations in the West.
- The University Libraries conducted an online survey during the winter 2021 semester with the goal of determining whether our services are meeting the needs of specific groups of students. The data will be disaggregated to allow for evaluation by respondent demographic groups, including first-generation college students, non-native English speakers, International students and gender.
- OU Libraries has purchased more pod-like study stations for the fourth floor of Kresge Library. These units are helpful for individuals with autism or other sensory processing disorders and enjoyed by all patrons who seek focused, quiet study.

OER and Low-Cost Course Materials

*"One in five college students has skipped or deferred a class due to the price of the required learning resources." **

Open Educational Resources (OER) reduce accessibility and affordability barriers for college students, and studies have shown that courses utilizing OER see higher grades and lower failure and withdrawal rates than courses that do not use OER. The University Libraries consistently have been campus leaders on promoting the benefits of OER for our students.

- The Library continues to offer Affordable Course Materials Initiative (ACMI) spends to support the conversion of courses currently using textbooks and course materials costing more than \$50 to OER and low-cost materials. This conversion allows faculty to utilize materials "in ways that impact the greatest number of students and to reflect more diverse cultural experiences, enabling students to see representations of themselves in the instructional materials."
- Recently, our Scholarly Communications Librarian Julia Rodriguez made a presentation about the value of OER to the Strategic Enrollment Group. At this meeting, Provost Rios-Ellis approved the rollout of no-cost and low-cost course markings in Banner, which will allow students to search for this course attribute when registering for classes. Low-cost courses are defined as those with material costs of \$40 or less. Professor Rodriguez led the development of the guidelines for this service several years ago.

(<https://www.oercommons.org/authoring/49236-oer-basics-why-use-open-educational-resources>)

Diversity in Collections

The libraries' collections are developed collaboratively with Oakland University's academic community. Our Collection Development Policy includes a diversity statement that helps focus efforts to build "a balanced collection reflective of global awareness as well as fostering inclusion in all matters of diversity."

- Our Collections Support Services (CSS) team, led by Associate Professor and CSS Coordinator Shawn Lombardo, are undertaking the replacement of the subject heading "Illegal aliens" with "Undocumented immigrants" in our online catalog. The project is supported by Library Technology Services, where Library Systems Analyst Sarah Butash is handling the technological implementation of the change in the system.
- The library faculty, led by Collection Development Librarian Helen Levenson, have added some interdisciplinary non-subject parameters to the Libraries' book approval plan, which reflect an emphasis on DEI collection building. These new parameters work in conjunction with our other non-subject parameters and include items such as LGBTQ+ Studies, Women's Studies, Asian American Studies, and Black/African-American Studies.
- Dr. Dominique Daniel, Professor and Coordinator of University Archives and Special Collections, created an online exhibit showcasing the Pontiac Oral Histories collection that is housed at OU, summarizing it as follows: "In the 1970s, OU conducted interviews of older Black residents of Pontiac to capture their stories. Most had come from the South in the 1920s and lived through the Great Depression and war in Pontiac. Learn more about the recordings and the woman who started the project, Johnea Brazzell."
- The Black Alumni Association digital collection features photos and texts donated by black alumni during and after their 2019 reunion (project in collaboration with Alumni Engagement and the Black Alumni Association OU Chapter). The Archives and Special Collections team are working on improving the metadata and plan to invite alumni to submit comments and information online.
- Kresge Library participates in the collective collection management community. Through this initiative, some libraries commit to preserving print copies of certain books while other libraries commit to preserving different titles. This method of collection building makes the overall collective collection more diverse while ensuring the preservation of diverse materials. This also allows for libraries to repurpose physical spaces to better support student success!
- OU Libraries maintain a number of special collections of unique materials, with two of them being especially noteworthy for their relevance to diversity awareness. The Robert Gaylor Collection, gifted to the Libraries by Professor Emeritus Robert Gaylor, contains many fiction and non-fiction titles of historical significance related to GLBT lives, covering a wide range of disciplines such as religion, philosophy, history, psychology, sociology, politics, literature and the arts. The Marguerite Hicks Collection of Women's Literature is an exceptional collection of approximately 900 titles that contains British and American women's writings from the 17th to 19th centuries, including unique books and pamphlets.

- OUWB Medical Library continues to maintain several collections of electronic materials that focus on promoting awareness of public health issues and disparities, as well as exploring the experiences of minorities within the medical field. LGBT Health highlights resources for caring for LGBT patients and health care research in LGBT communities. Public Health highlights resources for public health issues unique to various communities, such as immigrant and minority populations. Women in Medicine Collection focuses on resources in celebration of women in medicine.

Internal Library IDEA Efforts

As described in our newly adopted Diversity Statement, “Oakland University Libraries are committed to the work of inclusion, diversity, equity, and accessibility for our staff, the campus, and the local community.” These are some of the efforts that we have undertaken this year to model that mission:

- The IDEA Task Force developed plans for a library staff diversity book club and learning community, which will be launched in fall 2021. This initiative will provide a safe space for colleagues within the libraries to learn and grow together. Each semester the library staff will read and discuss a book and host a speaker under a unified IDEA theme. Our first book club selection this fall will be “White Fragility: Why It’s So Hard for White People to Talk About Racism”, by Robin Diangelo.
- The Library’s Committee on Appointment and Promotion, chaired this year by Associate Professor Shawn Lombardo, met virtually with members of the university’s Faculty DEI Committee to discuss library review procedures.
- Assistant Professor and Digital Strategies Librarian, Molly McGuire, conducted research in ways to improve accessibility in the University’s institutional repository, OUR@Oakland.
- The University Libraries Case Statement Working Group built their work on a foundation of Inclusion, Diversity, Equity and Accessibility to ensure that our development efforts are directed toward serving our entire community in respectful and equitable ways.

IDEA-Related Research by Library Faculty

Emily Spunaugle, Assistant Professor and Rare Books Librarian, has established a research agenda focused on the Marguerite Hicks Collection of Women’s Literature, an exceptional collection of approximately 900 titles that contains British and American women writings from the 17th to 19th centuries, including unique books and pamphlets. She and her co-researcher, Assistant Professor of English Megan Peiser, shared their research in two venues this year. In addition, the Women’s Print History Project has updated data based on Professor Spunaugle’s research (see below).

SCHOLARLY PRESENTATION:

Spunaugle, E.D., & Peiser, M. “Collecting Queer: Intersectional Bibliographic Methods and the Marguerite Hicks Collection,” RSA/SHARP * Panel: Disrupting the Canon: Feminist, Queer, and Global Book Histories. Renaissance Society of America, 2021 Annual Meeting. April 14, 2021.

* RSA= Renaissance Society of America; SHARP= Society for the History of Authorship, Reading, and Publishing

INVITED TALK:

“Gender, Disability, and Finding Women in the Archives: Establishing the Provenance of the Marguerite Hicks Collection, 1660-1820.” Invited virtual presentation with Megan Peiser to members of the Michigan Legislature. April 19, 2021.

CONTRIBUTION:

The Women’s Print History Project (the “comprehensive bibliographic database of women’s contributions to print for the long eighteenth century”) has corrected its data for Mary, the Osier-Peeler, crediting Emily Spunaugle’s article and the Marguerite Hicks Collection at OU. See Spunaugle, Emily D. (2020) “A Travel Writer Reconsidered: Recovering Mary Morgan’s Mary, the Osier-Peeler,” *ABO: Interactive Journal for Women in the Arts*, 1640-1830: Vol.10: Iss.2, Article 2. <http://doi.org/10.5038/2157-7129.10.2.1218>



STUDENT AFFAIRS AND DIVERSITY

The Division of Student Affairs & Diversity (SA&D) provides transformational experiences and co-curricular learning to foster student success. The offices of SA&D continue to provide opportunities to live, learn, innovate, participate and explore a unique and diverse community that will enrich students and prepare them for success.

Through engagement with a broad cross section of the campus and community, students share in new experiences together. They seek out events that are diverse, equitable and inclusive. Creating opportunities for students of all backgrounds, genders and abilities is essential. These activities are impactful. Students remember the lessons of these moments throughout the rest of their lives. These instances of learning from one another form a basis of understanding and compassion that helps students be successful at OU and beyond.

ENROLLMENT MANAGEMENT

The goal of the Enrollment Management team is to provide a comprehensive, holistic student experience from the very beginning of an OU journey to the time our students become alumni.

EM brings together the services and expertise of three campus units to create a streamlined student enrollment experience. We support students along the way, offering guidance on everything from admissions to services related to registration, financial aid, and student records, to student support programs, and finally, post-graduation. We also partner with faculty and staff to develop data-driven initiatives to strengthen the university.

We are committed to the highest standard of service for our students, colleagues, visitors, alumni and other customers. The staff serves as role models by practicing exemplary, respectful and inclusive behaviors in all of our interactions.

Enrollment management professionals foster an environment that ensures respect, support and safety for all members of our campus and professional communities and actively promote the expansion of ideas, perspectives and understanding that comes from a diverse and inclusive community.

The EM team serves our staff by promoting awareness and conversation around diversity, equity and inclusion. We encourage all of our team members to participate in University and professional association development activities and workshops that support and advance diversity, equity and inclusion.

We strive to meet enrollment goals across four competing yet complementary areas: academic quality, diversity, affordability and net tuition revenue. By focusing on these priorities, we help talented students from all backgrounds access an OU education. We have created and continue to monitor a Strategic Enrollment Management Plan that includes recruitment, retention and equity-promoting goals, strategies and tactics. This plan is already in process and is led by the enrollment management team in conjunction with campus partners across the institution. It includes improving the prospective student experience through enhanced virtual campus tours, strategic campus visits, and offering targeted virtual programs and marketing materials in other languages.

UNDERGRADUATE ADMISSIONS

We are incredibly proud to have, through our recruitment and enrollment initiatives, increased the diversity of our incoming freshman and transfer classes in the fall of 2020, seeing the majority of students make up just 68.7% of our new courses, compared to 69.3% in the fall of 2019.

Our majority students have been on the decline for several years, coming down from nearly 75% in the fall of 2015 to where we are now.

We saw the most significant increases in our African American student population, which rose from 9.6% of our new student population to 10%.

For new first-year students specifically, we saw our underrepresented minority students make up 20.8% of our new student class, compared to just 19.2% in the fall of 2019.

For new transfer students specifically, we saw our underrepresented minority students make up 16.2% of our new student class, compared to just 15.7% in the fall of 2019.

Additionally, we have increased the percentage of first-generation college students to 37.5% of all new students in the fall of 2020, compared to 35.5% in 2019. This has been a steady increase, moving from 28.6% of all new students in the fall of 2017.

Summary of Recruitment Efforts Targeting Students of Diverse Backgrounds

- Collaborated with and supported recruitment program initiatives to provide access and opportunity to low income, first-generation and underrepresented students through partnerships with community-based organizations such as Michigan College Access Network (MCAN), Local College Access Networks (L-CANs, including the Oakland County Access Network), Detroit College Access Network (DCAN), the Pontiac Initiatives Group, the Detroit Regional Chamber (the Detroit Promise Scholarship program), the Center for Multicultural Initiatives, Pre-College Programs, Project Upward Bound and the School of Education and Human Services-sponsored OU Charter Schools.

- Hosted the Virtual Detroit Senior Success Day event for admitted students from the city of Detroit in April 2021, where we saw a 93% increase in student attendance compared to 2020.
- Participated in the annual Detroit College Decision Day event, offering Detroit students the opportunity to pursue on-site admission from the 15 Michigan public institutions.
- Collaborated with the Governor, Detroit Regional Chamber, and the other Michigan Public Universities to monitor the Detroit Promise Scholarship Award in concert with Financial Aid.
- Promoted and supported new initiatives to increase the number of Oakland University Trustee Academic Support (OUTAS) award recipients in collaboration with the Center for Multicultural Initiatives.
- Developed and presented virtual college readiness programs, including financial planning to counselors, students and parent groups as requested.
- Further expanded and promoted informal, virtual “Future Grizzly Information Session” information programs for admitted students and guests.
- Collaborated with the Michigan Hispanic Collaborative (MiHC) through participation in the virtual La Proxima Generacion (The Next Generation) Decision Day celebration event, which provide continued recognition and wraparound support for Latinx students of Detroit; this is vital to establishing a college-going network and culture in southeast Michigan’s Latinx communities.
- Established an OU Frontline Workers Scholarship award, which supports workers on the frontlines of the COVID-19 pandemic in their educational journey, including the pursuit of their bachelor’s degree. The creation of this award, which serves as an extension of the statewide Futures for Frontliners initiative, serves the Oakland University mission of supporting postsecondary degree attainment and impacting Michigan and the world through education, research, scholarship and creative activity.
- Transcreated into Spanish our web section in support of DACA and Undocumented Students.
- Supporting the Detroit Action Plan with Detroit Drives Degrees, in collaboration with the other Michigan institutions, which improves college attainment for vulnerable populations.
- Establishing a partnership with the Diploma Equity Project to help close the four-year college completion gap for Detroit students.
- Collaborating with Oakland County through participation in the Oakland80 partnership to work toward 80% degree/credential completion by the year 2030.
- Work with University Communications & Marketing to develop the utilization of photographs of students, staff and faculty on the website, digital advertising, and in marketing materials, as well as work with DEI on diverse students’ appropriate representations.

- OU became fully SAT/ACT test-optional for the 2020-2022 admissions cycles. We believe this will enhance the diversity of the student body and will provide for greater access and inclusion.

FINANCIAL AID

- Implementation of the NextGen Scholarship Management Tool - one application making it more accessible to more students - increasing the qualified applicant pools from qualified student data imported via the integration with Banner - streamlining the scholarship application process and removing access barriers such as unnecessary essays, etc.
- Increased financial aid outreach presence in the tri-county area to increase first-generation, low-income and underrepresented students.
- We continue to offer competitive need-based awards for students with financial need as determined by the FAFSA. To further support students with financial need, the minimum standardized test score requirements have been removed for our institutional need-based aid. Our comprehensive need-based aid offerings include the Golden Grizzlies Tuition Guarantee, which allows qualified students to attend OU loan-free. Additionally, we are proud to continue to offer the Urban and Rural Schools Valedictorian Award to eligible high school valedictorians graduating from identified Michigan public school districts and charter schools primarily serving low-income students.
- Specific and personalized attention given to CORE (summer program) and Emerging Scholar (conditional admission) populations.

OFFICE OF THE REGISTRAR

- As the hub of the institution, we see the student experience from matriculation through graduation. We serve our students by identifying and removing registration and enrollment barriers.
- COVID-19 was proven to disproportionately affect racial and ethnic minority communities. In an effort to curb the impact of this inequality in the classroom, Oakland University offered undergraduate students the option to choose a pass/fail track for their coursework after grading was complete.
- Represent OU on the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Ad Hoc Committee for Gender Identity and Expression.
- Co-presented a session in November at the MACRAO Annual Conference-2020 entitled “Guidance on Gender Identity and Expression.” The focus of this presentation was to guide Michigan institutions on how to expand their inclusiveness by providing options for students to express their gender identity.
- Partnered with DEI Council members to develop a policy for Gender Designation and Personal Pronouns and implementation of best practices for students to self-identify via the OU student portal.

- Serve our DEI campus partners by providing registration assistance, graduation auditing, academic records maintenance, and policy review and consultation. Our team takes pride in working with faculty and staff in support of their events and initiatives.

OAKLAND UNIVERSITY COUNSELING CENTER

- Made specific efforts to reach out to URM students and specifically CMI, as we know that many URM communities were disproportionately impacted by the pandemic.
- Offered a grief and loss support group to CMI students.
- Offered workshop to URM students about stress and the pandemic.
- Helped train CMI and GSC student leaders.
- Last summer (and this summer again) conducted workshops with the CMI student leaders, CORE students and summer bridge students from PUB.
- Internally, we received training through webinars, articles, and general discussions about how we can be more inclusive, recognize unconscious bias and remove barriers to URM students.
- Provided counseling with our URM students this past year (preliminary review of data suggests an increase in visits).

This coming year we plan on continuing these efforts and significantly expanding our efforts at reaching minority and marginalized students. Specifically, a new full-time Group Coordinator position was reorganized to have a specific focus on reaching out to and removing barriers for URM students.

FIRST-YEAR ADVISING CENTER

- Five hours diversity training with student orientation teamed student support initiatives for emerging scholar (conditional admission) population, comprised of 50 underrepresented minority students

TUTORING CENTER

- Professional staff representative in the First-Generation Campus Initiative
- Professional staff partner with Center for Multicultural Initiatives (CMI) to provide math tutors for CORE week and other programming efforts to support the academic achievement of underrepresented minority students
- Collaborative ongoing efforts with the staff of CMI for student referrals for Academic coaching and tutoring
- Efforts are underway to recruit and hire a higher percentage of underrepresented students for tutoring, supplemental instruction and study group leaders
- Student staff attended training from CMI on Communication and Diversity Education, along with training from Disability Support Services

- Student staff attended training from Dean of Students office on Creating the Ultimate Student-Peer Experience
- Professional Staff participated in OU's First Diversity Challenge

UNIVERSITY HOUSING

Resident Life Advisors' Programs

- RLA's ASL Night
- Hot Cookies, Hot Topics: Black Lives Matter
- In with the Black (Regional Award Winner for DEI Initiative in Great Lakes Region). This event highlighted and promoted Black Alumni from OU who are now business owners. Each business owner had five minutes to promote their company/product.
- Tie Dye with Pride
- Q & Gay with RLA Trivia Night

Resident Advisors' Programs:

Resident Advisors hosted a number of programs throughout the year in their resident hall including:

- Black Herstory Month
- Black History Kahoot
- Black Women Rock
- Can we just talk with ABS & Shy
- African American Inventors
- Black History Month Bingo
- Happy Holidays Program
- Black Lives Matter Reading Program
- Native Tribes & Cultural Lies
- Black Women Rock Ceremony
- Identi-tea
- Language of Love: Diversity
- Winter Holidays and Traditions
- Power in Privilege
- Grow Through what you Grow Through
- Diversity Among Us is a Plus
- Disability Awareness
- Finding a Stable Identity in an Unstable World
- Taste the Diversity Rainbow
- Express Your Diversity
- Black History Month Jeopardy
- Snaps for Black History
- ABS Black History Month Kahoot
- Exploring Gender Expression



Destinee Rule,
CAS '20. B.A. in political science

Student Success/Academic Peer Mentoring efforts:

- APM Staff
 - Mandatory training sessions hosted by CMI, GSC and DSS (Annually)
 - Programming requirements that include a focus on select values, including:
 - Intercultural Exploration with the following learning outcomes:
 - Create an environment that prioritizes advocacy and allyship for self and others; engage in identity exploration and development through dialogue, self-reflection, and critical thinking; explore social justice to better understand the dynamics of oppression, privilege and power.
 - Assigned CMI Liaison that works directly with CMI staff on URM outreach.
- Student Success Staff (Professional and graduate assistant staff)
 - Participation and completion of the 2020 Diversity Challenge
 - Attending one or more Pride Month events hosted by the GSC
 - Ongoing communication with CMI and DSS on mutual students in need of academic and social support.

As for staffing, Housing staff has a diverse workforce, with representation of URM professional staff, graduate staff and undergraduate at levels higher than University goals at 27%, 44% and 27%, respectively.

CAREER SERVICES

Diversity Networking Panel and Mixer Write Up

Career Services hosted “Exploring Inclusion in the Workplace: Diversity Panel and Mixer” sponsored by Rocket Mortgage. Held virtually over Zoom. Students, alumni, employers and Oakland University faculty and staff were invited to hear from a panel of selected employers, including from Rock Central, DTE, EY, the City of Detroit, and Rock Ventures, dedicated to diversity, equity and inclusion.

Following the panel, students joined attending employers for two rounds of 20-minute breakout sessions. Employers presented engaging information about what DEI in their workplaces looks like and opened up time for students to ask questions. Students moved freely between employer breakout rooms for the remaining 30 minutes of the event, where they then learned more about other companies and asked questions.

This event provided students with an opportunity to celebrate their identity in an intimate, networking environment with employer partners who have demonstrated best practices in creating a safe and inclusive work environment. This event provided students with a safe space to network and explore companies that offer support and celebrate diverse identities in race, religion, culture, gender and sexuality, veteran status, and ability and accommodation status. Eighty participants attended, including 12 employers.

PARTICIPATING EMPLOYERS INCLUDE:

Rocket Mortgage (sponsor), EY LLP, Oakland Family Services, Challenge Detroit, DTE Energy, Meritor, Continental AG, BDO USA LLP, Willis Towers Watson, Northwestern Mutual, Kelly Services, Oakland University Credit Union, City of Detroit

UNIVERSITY ADVANCEMENT

Diversity, Equity and Inclusion is an integral part of the University's Aspire. Advance. Achieve. Campaign. Over the last year, University Advancement engaged in the following efforts to positively impact students, faculty, departments, alumni and community.

ACTIVITY

Continuing Fundraising Efforts

- Promote and Share DEI Case Statement
- Keeper of the Dream
- Hispanic Heritage
- Pride Month
- GLRSSC
- Veterans
- DDS

Virtual Events

- "Faculty After 5" Homecoming session: *Who were we? Who are we? Who will we Become? A Compelling Cultural Conversation*, Dr. Robert Martin (SEHS)
- OU on the Road: *Choice and Circumstance: Understanding Social Determinants of Health*, Deidre Hurse, Assistant Professor in the Department of Foundational Medical Studies at Oakland University William Beaumont School of Medicine
- Office Hours: Let's Get Real! *Authenticity & Sensitivity in Conversations about Race* — (this was a partnership with SEHS faculty involved in the new Initiative to Eradicate Racism)
- OU Encore: Alumni Webinar Series
 - *Unconscious Bias at Work: Creating a Culture where everyone belongs*
 - *Radical Empathy: Finding a Path to Bridging Racial Divides*

Speakers and Visibility

- Recruited two highly engaged black alumni — Sharman Davenport, chair of the Black Alumni Chapter, and Stefen Welch, former vice chair of the Black Alumni Chapter Alumni — to speak for the December 2020 and May 2021 commencement ceremonies
- Recruited Charity Dean, then the Director of Civil Rights office for the City of Detroit, to speak on a Career Services panel and diversity networking mixer in March 2020
- Again in 2021, the OUAA sponsored a scholarship for Keeper of the Dream, January, 2021

Black Alumni Chapter

- *Two Score and Ten: Lessons Learned and A Path Forward* Homecoming Panel
- Black Excellence Celebratory involvement by alumni team
- Black Alumni History Project — ongoing, but alumni team led a social media campaign in 2021 for African American History Month

Committee Involvement and Training

- University Advancement representation on DEI-focused university committees
- Alumni Engagement Director attended two-day session on *Strategies to Increase Diverse Alumni Engagement* by Academic Impressions
- Alumni Engagement Director and Assistant Director attended at OU's *Staff Equity Advocate Orientation*

PLANNING

Representative Efforts

- University Advancement partnering with Academic Affairs to monitor demographic representation of advisory boards
- Increase diversity of candidates for alumni awards, boards, committees and volunteer opportunities, using diversity advocate training tactics from OU training sessions

Expand Fundraising Efforts

- Identify All Campus DEI Initiatives
- Create DEI Sales Collateral
- Engage Corporate, Foundation or Individuals Partners
- Create DEI Giving Circle
- Partner with Black Alumni Chapter to Determine Annual Giving Goals and Priorities
- Promote Black Philanthropy Month

Meadow Brook Hall Legacy Focus

- Research and create interpretive materials to tell the story of the contributions migrant farm workers had in SE Michigan and at Meadow Brook Farms
- Review content across all platforms to change MBH narrative from "Automotive Aristocracy" to "Educational Philanthropy" to create a more accessible and inclusive visitor experience
- Create a long-term exhibit on the relationship between Matilda Dodge Wilson and her Personal Assistant Mary Mathews, Mathews' contributions to the operation of Meadow Brook Farms, and her challenges as a mixed race woman at that time in U.S. history

OTHER INITIATIVES

Over the last year, the advancement of Diversity, Equity and Inclusion became a shared goal and responsibility across campus. The following examples demonstrate the steps individual departments and units took to continue to advance DEI on campus and throughout the extended Oakland University community.

UNIVERSITY COMMUNICATIONS AND MARKETING

Diversity, equity and inclusion are what makes Oakland University one of the most desired campuses in Michigan. UCM has worked to promote DEI activities and to honor accomplishments which foster this aspect of the overall strategic plan for OU.

Campaigns around OU's diversity, equity and inclusion efforts involve all UCM teams, including DEI-unit support in marketing efforts, full external media relations coverage, inclusion in internal campaigns and promotion, as well as digital and web-related activities. UCM also participated in the OU Diversity Challenge, attended DEI-related professional development trainings through the AP association and through external vendors, like American Marketing Association. In addition, through the department's involvement in the DEI Council, UCM is working to incorporate more inclusion language in the Style Guide, continues to prioritize ADA accessibility for web; and works to audit the current DEI-related communication and messaging efforts at OU. This is the first step in developing an overall DEI communication plan for the university.

AP ASSEMBLY

AP Assembly PD Committee started an Antiracism Discussion Group (planned and run by the Antiracism Discussion Group subcommittee) to learn, discuss and keep one another accountable to Antiracism in our professional and local communities. Throughout the year, the subcommittee used learning materials to facilitate discussions about what attendees are learning, wondering and doing to promote Antiracism. There were nine meetings of the group throughout the year, each with a unique topic and learning materials to help promote discussion.

The topics included:

- Intro to Anti-Racism Discussion Topics
- Having Productive Conversations Around Race
- Racism and Equity in Higher Education
- White Supremacy Culture
- Where We Live: Housing Redlining and the Suburbs
- Intersections of Queer & Trans People & Racism
- Racism in Healthcare
- Action and Accountability

Other DEI-focused Professional Development Sessions:

- S.A.F.E. On-Campus Training, presented by Grace Wojcik
- Creating Inclusive Spaces for Transgender Students at OU, presented by Kelli Dowd and Zach Zuchowicz

PURCHASING

Purchasing practices welcome and encourage all eligible suppliers, regardless of race, sex, color, ethnicity or national origin, who are interested in doing business with the University to partake in the RFP processes, respond to open bids and participate in the University's procurement of goods and services.

OU participates with many diversity-based organizations to expand outreach to vendors. Participation includes the following organizations;

- Michigan Minority Supplier Development Council (MMSDC)
- Macomb Procurement Technical Assistance Center (PTAC)
- Southwest Michigan Procurement Technical Assistance Center (SWPTAC)
- E&I Cooperative
- National Association of Educational Procurement (NAEP)
- MiDiCo
- WBENC (Women's Business Enterprise National Council)

OAKLAND UNIVERSITY POLICE DEPARTMENT

1. January 2016 - January 2020, the OUPD created and implemented a Housing Liaison position with a specific purpose to reach out to minority students and establish positive community relationships.
2. OUPD members have attended cultural sensitivity training on a regular basis for several years. This effort first began in 2017.
3. Command level personnel within the OUPD have met with leaders from African American student organizations to discuss concerns and build relationships in advance of problems arising.
4. In 2020 and 2021, OUPD Command personnel met with African American leaders promoting and scheduling Black Lives Matter marches on campus to ensure their safety and support their on-campus events.
5. In December of 2020, the OUPD received Department of Justice certification indicating all OUPD policies comport with the latest social justice in policing mandates outlined by the Federal government. Many of the policy changes were made with input from minority communities across the country. OUPD personnel review these policy changes, as well as other policy issues, on an on-going basis.



6. Starting in January of 2021, OUPD members will attend the following training sessions with the overall goal of having 80% of all members trained by the end of FY 22.
 - Duty to Intercede
 - If You are Human, you are Biased
 - Dynamics of Officer & Citizen Encounters
 - Everyday Ethics
 - Sensitivity, 911 Ethics & Liability for Dispatchers
 - Supporting your Asian & Asian American Students
 - Customer Service for 911 Professional
 - OU Diversity Challenge
 - Decision Making, Use of Force, Implicit Bias
 - Cultural Awareness & Diversity in Law Enforcement

4. NCAA
 - October Diversity & Inclusion Social Media Campaign (Daily posts through Oakland's Student-Athlete Advisory Committee with the following themes: My Story Matters, I've Got Your Back, and Together We Rise)
 - Unity Pledge Promotion & Signing (Student-Athletes)
5. Horizon League
 - One HL Banner signing to promote/underscore meaningful change and action of social issues across the Horizon League.
 - Fall voting initiative to encourage eligible student-athletes to sign up to vote, whether in person or through absentee ballot.
6. Green Bandana Project (Student-Athletes, Staff, and Coaches signed up to spread awareness of resources for those with mental health related struggles and break the stigma of mental health related concerns.
7. Athletics Department staff participated in WeCOACH, an organization focused on mentoring, educating and supporting female coaches and athletics administrators.
8. Athletics Department staff participate in Oakland's Diversity Challenge.

ATHLETICS

1. Four-Part Diversity, Equity, & Inclusion Series by Dr. Tommy Shavers (450+ Student-Athletes, Staff, & Coaches)
 - Session I – Bringing You to the Table
 - Session II – Sharing Our Lived Experiences
 - Session III – Conversations of Change
 - Session IV – Racism & Allyship
2. Formed Inaugural DEI Council (20 Student-Athletes, Staff Coaches, Campus/Community Members)
3. Monthly DEI Open Forums (Open to Student-Athletes, Staff, Coaches, DEI Council)
 - Topics included: Identities, Inauguration, Black History Month, Microaggressions, Women's History Month, LGBTQIA+

DIVERSITY, EQUITY AND INCLUSION COUNCIL AND GOAL 4

GOAL 4:

Advance diversity, equity, and inclusion in an environment of mutual trust and respect at all levels of the institution and facilitate opportunities and success for all community members.

STRATEGIC PRIORITIES

- 4.1 Establish policies and practices that support and promote diversity and inclusion
- 4.2. Become a campus of choice for students, administrators, faculty and staff for underrepresented minorities and underrepresented groups

Thank you to the following individuals for their continuing hard work in crafting Goal #4 and continued dedication to carrying out the charge of this council.

Also, a big thank you to those throughout the University who have helped in this process and who make the effort every day to create a more inclusive culture at OU.

Glenn McIntosh, Chair
Student Affairs & Diversity

Judith Ableser, Ph.D.
Center for Excellence in Teaching and Learning

Pedro Marin
Student Representative

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Kevin Corcoran, Ph.D.
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Sarah Guadalupe, Ph.D.
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Anita Hicks, Ph.D.
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Beth Wallis
Kresge Library

Ronald Watson
University Human Resources

Robin White
OU PSA Representative

Grace Wojcik
Gender and Sexuality Center

Zach Zuchowicz
AP Assembly

STAND UP STAND STRONG STAND TOGETHER

Inclusion Pledge

I believe that everyone has the right to live, work and study in a community where they feel welcomed, safe, included, valued and accepted.

I pledge to be respectful of others and stand up against bullying.

OAKLAND
UNIVERSITY™

Jennifer Medrano Delacruz
CAS '21. B.A. in psychology

DEI-23441/9.21